

Teaching and Learning in the Marketing Classroom: Contributions from Neuroscience

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Abstract

Teaching and learning are fundamental issues in education. Interestingly, many of the issues that are believed to affect the learning process have not been subject to much research. Consequently faculty members provide guidance to students that is not helpful or that actually be harmful to students' learning. For instance, faculty members will often admonish students to study more, but neglect to address the issues of how to study and the most favorable environments in which to study (This is why research repeatedly has shown no correlation between time spend by students studying and there performance levels on exams. Yes, studying more will increase students' exam performances and their retention of course material, but only if students know how to best study).

Advances in neuroscience has provided significant illumination to "accepted" knowledge. Not only is neuroscience is significantly adding to marketing knowledge, it is also providing unique insight into students' academic activities. Neuroscience provides a significant amount of insight into what are the most successful activities for students to undertake. Although some of the research supports existing common student activities, the research also raises serious questions of appropriateness of other activities. The objective of this special session is to explore the relative success of students' activities and to identify and discuss successful student activities. Some of the issues to be addressed in this session include:

Are phones and computers in the classroom really a hindrance?

What is necessary for long-term memory formation?

What can faculty do to facilitate memory formation?

Does the clothing that faculty wear affect memory formation?

Are the most-used study habits successful?

What can faculty do to facilitate the learning process?

What role do emotions play?

Why don't students act in ways that are supported by microeconomics?

Does coffee, Coke, or tobacco affect the learning process?

Why do students have a difficult time accepting that their answer is incorrect?

How does the brain work in the classroom?

What are the things that turn the brain off and ON during learning?

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Relevance to Marketing Educators, Researchers and Practitioners: Knowledge of neuroscience will aid marketing instructors and students alike in increasing the effectiveness of higher education in marketing.

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TRACK: Special Sessions/Case Studies